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ABSTRACT

The Bilingual-Bicultural Program at DeWitt Clinton High School, Bronx, New York, was designed to provide support services to students with problems in reading and writing skills, and in linguistic, academic, and classroom adjustment. The program offered instruction in English as a Second language (ESL), Spanish for native speakers, Spanish as a second language (SSL), and bicultural content area courses to 214 students in 1982. An evaluation of the program, based on students' achievement in English language development, mastery of their native language, mathematics, social studies, and science showed: (1) levels 9 and 10 students demonstrated a moderate improvement in English, while level 11 students showed a slight decline; (2) the performance of students at all levels and grades improved in Spanish; (3) level 11 students showed a moderate improvement in mathematics, while level 9 and 10 students showed a slight decline; (4) the majority of the students who received instruction in English did well in teacher made tests in mathematics, science, social studies, and native language; and (5) student attendance objectives for the program were met. Recruitment of more bilingual personnel was recommended. Statistical data on staff development is appended to this evaluation report. Also appended are lists of services and cultural activities for bilingual students, and records of parental involvement. (AOS)

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O.E.E. Evaluation Report

February, 1983

DEWITT CLINTON HIGH SCHOOL

BILINGUAL-BICULTURAL PROGRAM

1981-1982

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Director: Ms. Ruth Greenblatt

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DEWITT CLINTON HIGH SCHOOL

Bilingual-Bicultural Program

Location:	100 West Mosholu Parkway S. Bronx, New York 10468
Target Language:	Spanish
Number of Participants:	214 students
Year of Operation:	1981-1982, Fourth year of a four-year cycle
Principal:	Dr. David Fuchs
Director:	Ms. Ruth Greenblatt

I. CONTEXT

COMMUNITY SETTING

DeWitt Clinton High School, the home of the Bilingual-Bicultural Program, is in the Jerome Avenue section of the North Bronx. This section is low- to middle-income; large apartment buildings predominate, but there are a few private homes. A small, thriving business section serves the residents.

Only a few of the students live in the vicinity of the school, however. Most commute by bus or train from other sections of the Bronx, especially the South Bronx. The economically depressed South Bronx has been devastated by fires in the past several years, and many families have moved out. Its population is predominantly Hispanic, with a large percentage of black Americans and a few Orientals and whites. Problems of inner-city living abound: high unemployment; welfare dependency; mental and physical illness; drug traffic; crime; high mobility.

Spanish is in general use all over the South Bronx, with Spanish-language businesses, newspapers, movies, radio, and television. Hispanic students generally speak Spanish at home and at school. They use English only in the classroom or to communicate with their black American peers and mainstream teachers.

SCHOOL SETTING

DeWitt Clinton is one of the few specialized boys' schools in the New York City system. The school building, surrounded by trees on open land that separates it from the main thoroughfare, is well maintained. Fifty-two percent of the school's 3,000 students speak only English, while 48 percent are of Hispanic origin. On the basis of English reading scores on standardized tests, forty percent of the Hispanic students in the school are of limited English proficiency.

II. STUDENT CHARACTERISTICS

Students are eligible for the program if their score on the English part of the New York City Language Assessment Battery is below the twenty-first percentile and their score on the Spanish part is higher than on the English part. Other factors taken into consideration for admission into the program are: poor academic performance; results of interviews with the program staff; recent immigrant status; feeder-school recommendation; teacher recommendation; parental request.

Of the 214 students in the program in 1981-1982, 204 (95 percent) were Hispanic bilingual students. The remaining ten were black American monolingual students admitted to the program to integrate it. Most of the students were born outside the United States, principally in Puerto Rico and the Dominican Republic. Table 1 shows the number and percentage of students by their country of origin.

Both the Hispanic students born in the United States and the recent immigrants have severe linguistic, academic, and adjustment problems. About 15 percent of them cannot read Spanish, and their oral and written English is below par. U.S.-born students have particular difficulties in concept formation. Those born outside the U.S. have difficulties with teacher-student roles, note-taking, and study habits.

The program has helped the students develop reading and writing skills, however. Last year, about 10 percent of the Hispanic students in the program were removed from Spanish courses because their Spanish skills

had improved sufficiently. These students then pursued their Spanish-language study with independent course work, writing reports under the supervision of the resource teacher.

TABLE 1

Number and Percentages of Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	94	44.1
Dominican Republic	28	13.1
Mexico	2	0.9
Honduras	3	1.4
Costa Rica	2	0.9
El Salvador	3	1.4
Nicaragua	2	0.9
Ecuador	7	3.3
U.S.	72	33.8
TOTAL	213	100.0

- Most program students were born in Puerto Rico (44.1 percent) and the United States (34 percent).
- Of the total students reported, all but ten are Hispanic and speak Spanish at home. These 10 are United States-born black students who report English as their home language.

All program students are male since DeWitt Clinton is an all boys' school. Table 2 presents the distribution of program students by grade. There seems to be a concentration of students in the lower grades (9 and 10) and a progressive decrease in enrollment as the grade increases. The project director reports that, besides the fact that unsuccessful students tend to drop-out after grade 10, many students have expressed their dissatisfaction with being in an all boys' school. The school is considering a change in policy in order to include female students and to include programs which may attract them to the school.

Most program students are immigrants and their educational histories are highly varied. Many have suffered interrupted schooling or a lack of educational opportunities. As a result, they may have received fewer years of schooling than their grade would indicate. Many are over the expected age range for their grade. Table 3 presents students by age and grade.

The fact that so many students are overage has implications for setting standards of performance and interpreting student outcomes. For those students who have missed years of schooling, it is important to consider the possible deficiency in cognitive development and native-language proficiency. These deficiencies in the native language will influence their development of oral and literary skills in English.

TABLE 2

Number and Percentages of Program Students by Grade

Grade	N	Percent of Grade
9	73	34.3
10	69	32.4
11	35	16.4
12	36	16.9
TOTAL	213	100.0

.Most students are in the lower grades, 9 and 10. Enrollment decreases as grade increases.

.All program students are male.

TABLE 3

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	13	1			14
15	35	12	3		50
16	17	23	10	1	51
17	7	24	15	12	58
18	1	8	5	13	27
19		1	2	7	10
20				3	3
Total	73	69	35	36	213
Overage Students Number	25	33	7	10	75
Percent	34	48	20	28	35

Note. Shaded boxes indicate expected age range for grade.

- Thirty-five percent of the students are overage for their grade. Most overage students are in grade 10.
- Most students are 17 years of age. Of these, most are in grade 10.
- The proportion of overage students decreases after grade 10. This indicates that "dropping out" of the school or leaving the program may occur most frequently after this grade.

III. PROGRAM DESCRIPTION

HISTORY

The program, which started in September, 1978, is in its fourth and final year. Its antecedents included classes in English as a second language (E.S.L.), and bilingual general science and biology classes which had been offered since 1970. The bilingual science teacher became the bilingual guidance counselor, and guidance services in Spanish were started in 1974. In 1977, the bilingual guidance counselor developed the grant proposal and in 1978 became the director of the program.

PHILOSOPHY

The program's philosophy reflects the behaviorist model in which the director was trained. The program seeks to reinforce the students' native-language skills and their familiarity with their native culture while they are learning English. Reinforcements include recognition, praise, and the recording of student achievements. Such cooperative activities as peer tutoring and cultural trips are used as encouragement.

It is a four-year program, grades nine through twelve, and is only partially transitional in nature. Spanish courses are retained throughout the four years.

ORGANIZATION AND PERSONNEL

The assistant principal for foreign languages oversees the program. He also supervises the teaching of languages, both E.S.L. and Spanish, within the program.

The program director coordinates the program and directs curriculum development, staff training, parental involvement, and budgetary matters.

She also supervises the program staff, which includes a resource teacher, a grade adviser/counselor, three educational assistants, a family assistant, and six tutors.

The resource teacher is in charge of parent workshops and supervises the educational assistants. The grade adviser/counselor is in charge of student programs, supervises the family assistant and tutors, and handles counseling needs. Both the resource teacher and the adviser/counselor organize student activities and train the tutors.

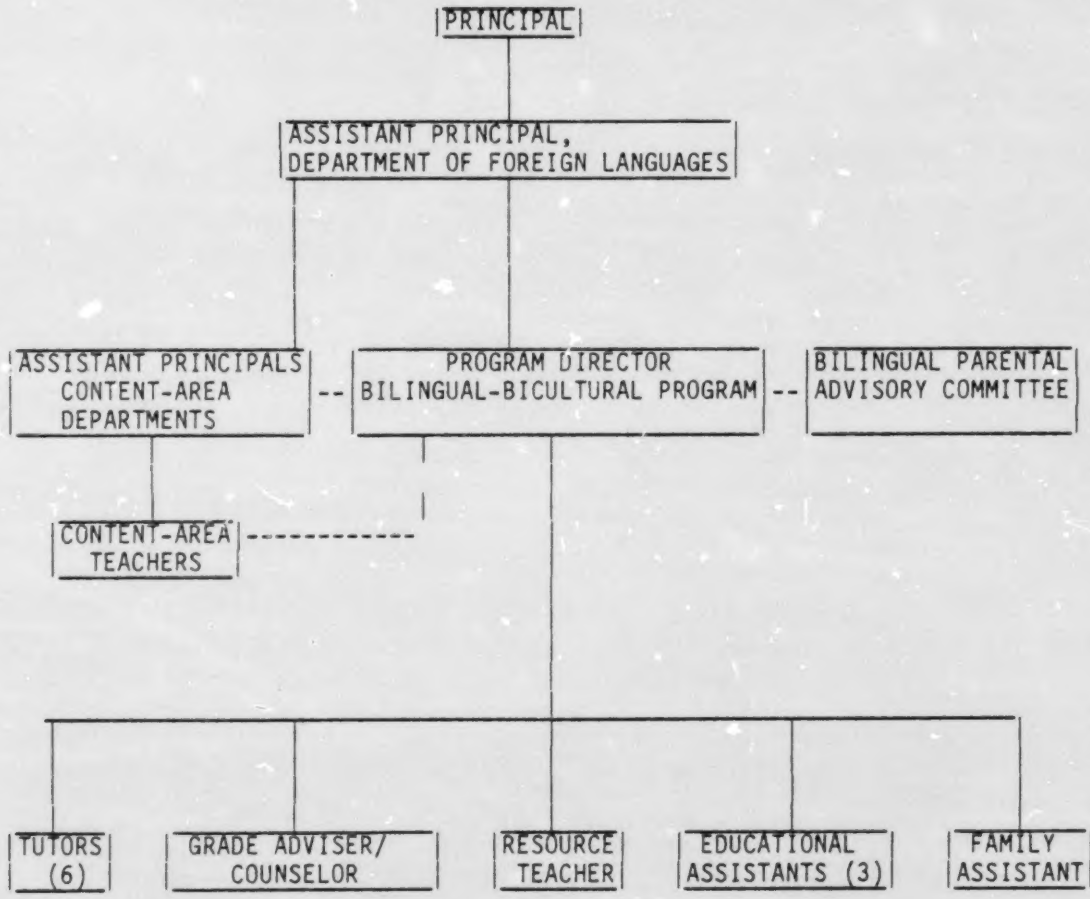
The educational assistants help the teachers with classroom work, paper work, and the work of the tutors. The family assistant notifies students' families when problems occur and gives out information about the program's activities. She also visits feeder schools to recruit students and to give out information about the program.

Content-area teachers assigned to the program are under the direct supervision of their respective departments.

Figure 1 shows the organization of the program within the school.

Figure 1

Organization of the Bilingual-Bicultural Program Within The School



_____ Supervisory Relationship

---------- Collaborative Relationship

FUNDING

The program receives E.S.E.A. Title I, Title VII and tax levy (New York City Board of Education) funds. Eight classroom teachers and three paraprofessionals are paid through tax levy funds, while four classroom teachers and four paraprofessionals are funded by Title I. Tax levy monies also support the program by providing the services of a part-time career counselor. All other non-instructional components (administration and supervision, curriculum development, supportive services, staff development, parental involvement, community involvement) receive funds from Title VII.

Tables 4 and 5 list the personnel and functions by source of funding.

STAFF CHARACTERISTICS

Appendix A lists the academic, pedagogical, and other characteristics of the program staff.

GOALS AND OBJECTIVES

The long-range goal of the program is to improve the students' English-language and general academic performance. Its instrumental goal is to develop a comprehensive bilingual course of study for secondary education, to be implemented by instructional and support staff trained in the areas of specialization required by the students in the program. In addition, it aims to increase the involvement of parents in their children's education and to increase the proportion of students graduating from high school and continuing their education or becoming gainfully employed.

TABLE 4

Funding for the Instructional Component

Subject Area	Funding Source	Personnel Teacher	Personnel Paraprofessional
E.S.L.	Title I	1	1
Reading (English)	Title I	3	3
Native Language	Tax Levy	3	0
Mathematics	Tax Levy	3	1
Social Studies	Tax Levy	1	1
Science	Tax Levy	1	1

TABLE 5

Funding for the Non-Instructional Component

Function	Funding Source	Personnel
Administration and Supervision	Title VII	Program Director
Curriculum Development	Title VII	Bilingual Social Studies Teacher
Supportive Services	Title VII	Program Director, Resource Teacher, Family Assistants, 3 Educational Assistants, Grade advisor/ Counselor
	Tax Levy	Career Counselor (part-time)
Staff Development	Title VII	Program Director Grade Adviser/Counselor, Bilingual Social Studies Teacher
Parent and/or Community Involvement	Title VII	Program Director and all other Title VII personnel
	Tax Levy	Principal

IV. INSTRUCTIONAL COMPONENT

PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Placement in the program is accomplished according to the entry criteria discussed under "Student Characteristics," page 3.

Student programming is a supportive service of the grade advisor/guidance counselor. Programming is subject to three factors: New York City Board of Education graduation requirements; the student's academic level; and the student's English-language proficiency.

The advisor/counselor told the evaluator that she interviews each student at least three times a semester to discuss the program for the next semester. She also informs students about graduation requirements. Students who are in trouble academically are interviewed to find out why, and family or personal counseling is given when needed.

Transition to use of English instruction is accomplished according to each student's ability, but mainstreaming is never total. The program seeks to integrate the students into the main culture of the school in three ways: through curricular activities; through extracurricular activities; and through the admission of monolingual students into the program. These latter students, who are admitted at their own request, have demonstrated a special sensitivity to Hispanic culture and a desire to learn Spanish as a second language.

In line with the original program proposal, students are mainstreamed in art, music, and health-education courses. In addition, they are mainstreamed in mathematics and science courses due to a lack of bilingual teachers in these subjects.

Extracurricularly, the students are integrated in trips, assemblies, and R.O.T.C. Many mainstream students come to the program office for counseling and for help in their Spanish courses, and some mainstream students attend the bilingual assemblies and cultural programs.

INSTRUCTIONAL OFFERINGS

Overview

The program offers instruction in English as a second language, Spanish for native speakers and Spanish as a second language (S.S.L.), and bilingual content-area courses. In addition, the program offers tutoring for students who have difficulty adjusting to classroom work. The evaluator visited classes in all of these areas and/or interviewed personnel involved.

English as a Second Language

E.S.L. instruction is divided into four one-year levels: beginning; intermediate; advanced; and transitional. The fourth year prepares students to enter mainstream English classes. The program also offers four levels of English reading funded by Title I. Table 6 lists the fall and spring E.S.L. courses and the textbooks used. Each class meets five periods a week.

TABLE 6

Instruction in English as a Second Language

Fall Courses	Number of Classes	Average Class Reg.	Class Pds. Per Week	Curriculum or Material in Use
(Beginning) E.S.L. 1	2	25	10	Access to English 1; Real Stories; Workbook 1
(Intermediate) E.S.L. 2	1	20	5	Access to English 1; Real Stories; Workbook 1
(Intermediate) E.S.L. 3	1	14	5	Access to English 2; World of Vocabulary; Journey to Fame
(Transitional) E.S.L. 4	1	9	5	Access to English 2; World of Vocabulary; Journey to Fame

Spring Courses	Number of Classes	Average Class Reg.	Class Pds. Per Week	Curriculum or Material in Use
(Beginning) E.S.L. 1	2	17	10	Book 1 Tests & Drills in English; Everyday E.S.L. Book 1; Real Stories
(Intermediate) E.S.L. 2	1	21	5	Book 1 Tests & Drills in English; Everyday E.S.L. Book 2; Real Stories
(Intermediate) E.S.L. 3	1	25	5	Book 2 Tests & Drills in English; Book 1 World of Vocabulary; Journey to Fame
(Transitional) E.S.L. 4	1	17	5	Book 2 Tests & Drills in English; Book 1 World of Vocabulary; Journey to Fame

An English-reading teacher told the evaluator that her classes included both program and mainstream students. Program students were doing well, even though she used first-language teaching methods. She said her goals were to develop the students' skills in writing (outlining, argumentative writing, and research) and in reading (for details and for inferences, to develop vocabulary, to draw conclusions, to find the main idea, to understand development of character and setting, to understand figurative language, and to use the dictionary).

The evaluator visited this teacher's English 12 reading class, which was studying King Lear in a prose version. Thirteen students were present. There was no paraprofessional. The students read portions of the text, discussed the readings, and answered questions from a handout. Classroom interchange was 100 percent in English. There was no student-student interchange. Most of the students participated in the lesson.

Spanish Language

Spanish instruction includes a track for native speakers (the first-language track) and a track for students of Spanish as a second language (the S.S.L./regular track). The first-language track (designated N) has four one-year levels: elementary; intermediate; advanced; and college-level (Span N1 through Span N8). These courses are taught entirely in Spanish, using a first-language methodology. The emphasis is on developing writing and reading skills. The S.S.L./regular track has three levels: elementary; intermediate; and advanced. These courses (designated Span 1 through Span 6) use an eclectic methodology, with an emphasis on developing auditory and comprehension skills. Some grammar is included.

The assistant principal of foreign languages, who supervises language instruction, told the evaluator that the pedagogical emphasis in the S.S.L./ regular track is on developing auditory and speaking skills. The approach is audio-lingual and eclectic, using Spanish and English for instruction and interchange. The elementary course has a modified curriculum for students with no knowledge of English, and the emphasis is on conversation. Simple dialogues are used, but very little grammar is presented.

Spanish-language classes use no paraprofessionals, but advanced students serve as tutors in both tracks. Hispanic culture is integrated into the N-track curriculum through textbooks and visual aids. Textbooks and films have been chosen to present both Caribbean and continental Hispanic cultures.

Table 7 lists the fall and spring offerings and the textbooks used in the Spanish-language courses. Each class meets five periods a week.

TABLE 7

Instruction in the Native Language

Fall Courses	Number of Classes	Average Class Req.	Class Pds. Per Week	Description	Curriculum or Material in Use
Spanish 1N	2	34	5	Elementary Spanish for Spanish Speakers	El Español al Dia; Palan Series
Spanish 3N	2	34	5	Intermediate Spanish	Aventuras en la Ciudad
Spanish 5N	1	33	5	Advanced Spanish	Cuentos de Hoy y mañana
Advanced Spanish	1	26	5	College Level Spanish	Survey of South American Literature

Spring Courses	Number of Classes	Average Class Req.	Class Pds. Per Week	Description	Curriculum or Material in Use
Spanish 2N	2	32	5	Elementary Spanish	Barrios de la Ciudad; Palan Series
Spanish 4N	1	31	5	Intermediate Spahish	El Tesoro de la Sierra Madre
Spanish 6N	1	33	5	Advanced Spanish	Calidoscopio de las Americas
Advanced Spanish	1	20	5	College Level Spanish	Survey of Spanish Literature; La Carreta

Content-Area Courses

The program's original plan was to use Spanish in mathematics, science, and social studies classes and English in art, music, and health-education classes. But this plan had to be modified severely this year because the school lost the two bilingual teachers in mathematics and science. These classes were taught by monolingual English-speaking teachers, assisted by bilingual paraprofessionals. Thus, only the social studies classes were taught in the bilingual mode.

In the mathematics and science classes, although instruction, assignments, and testing are in English, the paraprofessional goes around the room translating test items and assignments for any students having difficulties. Such help is given in the ninth and tenth grades but not in the eleventh and twelfth grades.

In the social studies classes, the teacher used his discretion as to the ratio of Spanish to English. He gives assignments in both languages. Tests are in Spanish.

Table 8 lists the fall and spring bilingual offerings in social studies. Each class meets five periods a week.

TABLE 8

Bilingual Instruction in Content Areas[a]

Course Title	No. of Classes (Fall)	(Spring)	Average Register (Fall)	(Spring)
World Geography	1	1	35	
Global 2[b]	2	2	24	
Global 3	1	1	30	
American History and Studies	1	1	40	
Government & Politics		1		35

[a]All classes are taught in Spanish and English for five periods each week. Eighty-five percent of the materials in classroom use are in the students' native language.

[b]Class held for ten periods each week.

About a third of the curriculum of Global I concentrates on the study of Latin American culture. In Global II, only about 10 percent is devoted to this culture. The social studies teacher told the evaluator that he has tried to augment the scope of Latin American culture presented in Global II, but the curriculum allows for very little. When possible he contrasts Latin American institutions with those of the United States: for example, plantation versus hacienda; civil rights versus denial of rights.

In a social studies class observed by the evaluator, 17 students and a bilingual paraprofessional were present, in addition to the teacher. Students included both Spanish-dominant and second-language program students. The lesson was on the separation of powers in the U.S. federal system, and the teacher started by discussing the concept of federalism under the Reagan administration. He continued by asking the class questions that artfully developed the discussion. Presentation, motivation, and class participation were excellent. Major concepts of the lesson were applied to Latin American countries. Language interaction between teacher and students was 90 percent in Spanish. English was used mainly for reading and quoting. The S.S.L. students had difficulty finding the right words to ask and answer questions; sometimes they used English. The teacher answered all questions in Spanish.

A mathematics class observed by the evaluator included 12 students, a monolingual English-speaking teacher, and a bilingual paraprofessional. Both mainstream and program students were in the class. The teacher conducted the lesson in English, writing important rules and examples on the chalkboard. Students did exercises at their desks, and a few were asked to write the exercises on the board. The paraprofessional went from desk to desk, helping program students who had difficulties. Teacher-student interchange was 100 percent in English, while paraprofessional-student interchange was 100 percent in Spanish. This combination, plus the use of the chalkboard, seemed to dissolve the students' language difficulties.

A science class observed by the evaluator included a monolingual English-speaking teacher, 14 students, and a tutor who was replacing an absent paraprofessional. All interchange was in English; there was no translation

into Spanish. Four students showed severe difficulties in understanding what was going on.

TUTORING SERVICES

The tutoring system is a distinguishing feature of the program. The tutors help any program student who is having difficulties adjusting to classroom demands. This year, six tutors served some 60 program students. Tutoring was reduced from the original eight periods a day to four or five this year.

Tutoring is done in the language the student considers to be his or her first language. In group tutoring, both languages are used. These groups are arranged not by language but by level of achievement.

All tutors are volunteers. Two are peer students, two are alumni of DeWitt Clinton who are now in college, and two are volunteer college students. They are selected on the basis of the following criteria: an excellent attendance record; 85 percent or better average in the subject they tutor; and recommendations by the subject-area teachers.

Tutors are trained by the grade adviser/counselor and the resource teacher in how to effect the teacher-student roles; how to develop empathy with the students; and how to use these skills to enhance the learning process.

In two tutoring sessions visited by the evaluator, student participation was excellent, and so was the rapport between the tutors and the students. The tutors maintained a professional but cordial attitude, and the students appeared to be learning the lessons.

FUTURE PLANS

This is the last year of Title VII funding for the Bilingual-Bicultural Program. The director has presented a proposal for a new Title VII program to be called the Bilingual Spanish-to-English Career Training Program. It will be geared to Hispanic students in grades nine through tweleve. Its goals are to accelerate the transition from Spanish to English instruction and to train students for jobs. Job aptitudes and interests will be measured; vocational counseling will be given, and courses will be offered to train students for office and health careers.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

A main objective of the program is to develop curriculum materials suited to the needs of its students. Materials developed this year include a social studies curriculum, El Siglo Veinte, and ten Spanish lessons of 20 minutes each designed to help tutors in science.

EXTRACURRICULAR ACTIVITIES

The resource teacher is in charge of trips and other extracurricular activities for program students and their parents. This year there were seven trips: Radio City Music Hall; two plays; a circus; the Circle Line tour; a movie; and a Dominican Day celebration at another school.

The program sponsored four major cultural events: Dominican Independence Day; Puerto Rican Week; and two award assemblies. In addition, the resource teacher supervises the publication of a program newsletter, Noticias Bilingues, which is issued three times a year.

SUPPORTIVE SERVICES

The director of the program, a trained guidance counselor who is fully conversant in Spanish, offers in-depth, crisis, and vocational guidance to the program students.

The grade adviser/counselor offers help in programming and counseling. She tries to reach absent students by phone and makes home visits in cases of illness. She gives vocational advice and seeks to enroll students who withdraw from school in G.E.D. classes. She takes students on trips to colleges -- including Hunter and D'Youville Colleges and Columbia University this year. She counsels students with personal problems; if the problem

involves the family, she asks the family assistant to make a home visit. If an outside agency's services are needed, she refers the student to the program director. In addition, she coordinates her work with that of the school's guidance department.

The family assistant works under the grade adviser's supervision. Her principal duties are to oversee student attendance and to visit homes to help students and their families resolve problems that interfere with school work. She averages eight to ten home visits a week. In addition, she helps students and former students to find jobs.

STAFF DEVELOPMENT

The program devoted considerable time to staff training this year. Training was also offered to the rest of the DeWitt Clinton faculty and to faculties of other schools. There were eight sessions for the Title VII bilingual staff and 23 sessions for the non-bilingual staff; four sessions for DeWitt Clinton faculty and two sessions for new teachers from other schools. There were also ten monthly Title VII staff meetings. Staff also attended training sessions outside the school. Appendix B lists the training offered to and attended by the program staff, plus the university courses attended by the staff this year.

PARENTAL INVOLVEMENT

The principal mechanism for parental involvement is the Parent Advisory Committee, which includes program staff, volunteer parents, and selected program students. This committee informs parents of program activities, discusses problems of the program, and suggests ways to get parents involved. It held nine meetings this year, attended by from eight to 14 parents, four

students, and staff. These meetings coincide with meetings of the school's P.T.A. Executive Board so that program parents may establish communication with mainstream parents and the principal.

Program parents also were involved in the four open-school events held this year, in the Third Annual Hispanic Parents' Conference on Education at Long Island University, and in diverse home and phone contacts with the staff.

COMMUNITY INVOLVEMENT

The program participated in the following community activities this year: the Dominican Educators' Association; District 6 School Board; Hostos Community College; the Hispanic Community Health Council; the Westside Community Conference; Kingsbridge Heights Neighborhood Patrol; Kingsbridge Heights Homeowners Association; the New York City Police Department Blockwatchers; Community Board #8; Aspira; and Chase Manhattan Bank's 1982 Neighborhood Grant Program.

AFFECTIVE DOMAIN

The final determination of the effectiveness of a program is made by the way its students respond to its efforts. This year program students received the following awards:

Arista Honor Society, 1;
Scholarships, 3;
Prize-winners in the city-wide Poetry Contest, 3 (first, second, and third prizes);
Certificates of recognition from the Congressional Arts Competition, 3;
Certificates of Award for Health Services, 1;
Daily News Super Youth Awards, 7;
Certificates of Merit and Special Prizes at the school's Bilingual Awards Assembly, 30;
Graduation awards, 13;
Regent's diplomas, 2.

Of the 22 program students who were graduating this year, 15 intended to go on to college, four to military service, and two to work. One was undecided. (See Table 9.)

The attrition rate in the program was 12.6 percent, compared to 24.1 percent in the school as a whole. The suspension rate among program students was 2.8 percent, compared to 4.1 percent for the whole student body.

Table 10 presents the number of students lost to the program during the year. Of the 27 students who left, 15 transferred to other schools, five left New York City, five transferred to alternative programs, and two left school to go to work.

TABLE 9

Post-High School Plans of Twelfth-Grade Students

Plans	Number	Percent
College	15	68.2
Armed Forces	4	18.2
Work	1	4.5
Undecided	2	9.1
Total	22	100.0

.Most students in grade 12 reported plans to attend college.

.A high proportion (61 percent) of grade 12 students reporting plans may be an indication of a postive attitude toward self and achievement.

TABLE 10

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Discharged/ transferred to altern. program	4	1			5
Transferred to another school	5	9	1		15
Graduated				22	22
Returned to native country	1	3			4
Discharged (Job)		2			2
Total	10	15	1	22	48

- The majority of students who leave the program have completed grade 12 and graduate.
- Most students who leave the program are transferred to another school; some are transferred to an alternative program.
- Some students in the lower grades return to their native countries; others are discharged to enter the labor force.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in English -- New York City Reading Test (California Achievement Test and the Comprehensive Test of Basic Skills)

-- SOBAR (System of Objective Based Assessment Reading)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Forms BS and AS, intermediate and advanced levels, 1950 version)

Mathematics performance -- New York City Mathematics Test and teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native-language performance -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of English and Spanish reading achievement and mathematics achievement, statistical and educational significance are reported in Tables 13, 15, and 16.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in the fall and spring semesters (Tables 11 and 12). Information is provided on students' performance at the various test levels. Performance breakdowns are reported by grade for students who were pre- and post-tested with the same test level.

Achievement in reading in English is presented in Tables 13 and 14 and reading in Spanish in Table 15. Achievement in mathematics measured by the New York City Mathematics Test is presented in Table 16.

Rates of students' success in mathematics, science, social studies, and native-language courses taught in the bilingual program are reported by grade and language of instruction. These tables contain the numbers of students reported as taking the relevant courses, and the percent passing, for fall and spring semesters. Data reported for courses taught in English only include students who were taking mainstream courses in the content areas but received services through the program. Tables 17 and 20 present the percent of students passing the subject areas by language of instruction. The tables reporting subject-area data are listed below by semester:

Semester	Courses in English	Bilingual Courses
Fall	Table 18	Table 19
Spring	Table 21	Table 22

Native language arts (Spanish) achievement (percent passing examinations) is reported by grade and semester in Table 23.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented in Table 24. This table contains average rates for the various participant groups by grade, the percent difference, value of the *z* statistic, and its level of statistical significance. Although the *z* statistic used here is slightly different than the *t*-test described above, it again indicates the extent to which the observed percentage differences vary from what might be expected by chance.

TABLE 11

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Spanish-Speaking Students, Fall)

		LEVEL I					LEVEL II					LEVEL III					TOTALS		
			Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered	
Grade	Average Months of Treatment	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/ Month
9	3.0	55	13.0	17.0	4.0	1.4	----------					----------					55	4.0	1.4
10	2.8	21	14.3	18.0	3.7	1.4	10	19.5	21.7	2.2	0.8	3	10.0	10.0	0.0	-0.2	34	3.1	1.1
11	3.2	----------					11	21.9	23.1	1.2	0.4	----------					11	1.2	0.4
12	3.2	8	13.0	16.5	3.5	1.2	25	17.8	19.3	1.5	0.5	1	14.0	15.0	1.0	0.3	34	1.9	0.6
TOTAL	3.0	84	13.3	17.2	3.9	1.4	46	19.2	20.7	1.6	0.5	4	11.0	11.2	0.2	-0.07	134	3.0	1.0

NOTE. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- In general, Spanish-speaking students mastered at least one objective per month of instruction in the fall. The criterion of at least one objective mastered per month of instruction set as the program objective was met at Level I, but not at Levels II and III.
- Gains appear to be depressed by high pre-test scores at Levels II and III. Thus, a test "ceiling effect" seems to be operating for these groups.

TABLE 12

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Spanish-Speaking Students, Spring)

		LEVEL I					LEVEL II					LEVEL III					TOTALS		
			Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered
Grade	Average Months of Treatment	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Gain	Gain/ Month
9	2.7	7	10.4	13.9	3.4	1.3	22	14.7	18.6	3.9	1.6	4	11.75	14.5	2.75	0.97	33	3.6	1.4
10	2.6	5	4.6	7.8	3.2	1.3	30	15.2	17.4	2.3	1.0	12	9.5	11.3	2.1	1.0	47	2.3	1.0
11	2.9	----------					6	11.5	17.7	6.2	2.1	6	10.0	13.0	3.0	1.0	12	4.6	1.6
12	2.9	----------					7	6.3	9.4	3.1	1.3	10	6.8	8.6	1.8	0.6	17	2.4	0.9
TOTAL	2.7	12	8.0	11.3	3.3	1.3	65	13.7	17.0	3.3	1.3	32	9.0	11.1	2.2	0.9	109	3.0	1.2

NOTE. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

- In general, Spanish-speaking students mastered at least one objective per month of instruction in the spring at each grade and level, except at Level III.
- It appears that the degree of difficulty in mastering one objective per month is greater at Level III than at any other level. All groups met the criterion of one objective mastered per month of instruction set as the program objective, except grades 9 and 12 at Level III.

TABLE 13

Reading Achievement in English

Significance of the Differences Between Initial and Final Raw Scores in Reading Achievement of Students on the New York City Reading Test

Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/Post	T-Test	Level of Significance	Educational Significance
9	9	42.9	11.9	48.1	13.1	5.2	.77	1.82	NS	0.76
10	17	29.2	11.0	34.4	12.0	5.2	.93	4.98	.000	1.09
11	9	29.7	6.5	29.2	7.7	-0.4	.86	-0.34	NS	-0.15

- Among DeWitt Clinton High School bilingual program students who were pre- and post-tested on their reading achievement in English, Levels 9 and 10 students showed an average improvement of 5.2 points. Level 11 students showed a slight decline (-0.4 points).

- The average improvement for Level 10 students was highly significant statistically and educationally. The improvement for Level 9 students, while not significant statistically was moderately significant educationally. The decline for Level 11 students was found to be neither statistically nor educationally significant.

TABLE 14

Reading Achievement in English

Percent of Objectives Mastered on the System of Objective Based Assessment Reading (SOBAR) Post-test by Semester and Grade Level

FALL

Grade	N	Average Number of Objectives Attempted	Average Number Correct	Percent Mastered
9	-	-	-	-
10	3	15.3	6.0	39
11	-	-	-	-
12	3	15.0	5.3	36
TOTAL	6	15.2	5.7	37

SPRING

Grade	N	Average Number of Objectives Attempted	Average Number Correct	Percent Mastered
9	2	15.0	3.0	20
10	10	18.5	7.0	38
11	12	16.6	4.9	30
12	9	13.3	5.4	41
TOTAL	33	16.2	5.6	34

Note. With the exception of one eleventh-grade student in the spring semester, no students mastered any objectives on the pre-test.

.Students mastered 37 percent of the objectives attempted in the fall and 34 percent in the spring.

TABLE 15

Reading Achievement in Spanish

Significance of the Differences Between Initial and Final Raw Scores in Native Language Reading Achievement on the Prueba de Lectura, Total Reading, by Grade and Test Level

Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/Post	T-Test	Level of Significance	Educational Significance
2	9	18	43.3	19.9	51.8	23.8	8.4	.97	5.25	.001	1.10
2	10	7	44.4	18.4	51.4	15.7	7.0	.97	4.41	.005	1.23
TOTAL		25	43.6	19.1	51.7	21.7	8.1	.96	6.53	.001	1.13
3	9	36	45.6	16.5	55.3	18.5	9.8	.92	7.89	.001	1.13
3	10	41	39.9	16.0	47.2	16.7	7.4	.95	9.03	.001	1.15
3	11	10	44.7	16.6	55.9	16.8	11.2	.95	6.73	.001	1.29
3	12	18	44.5	15.1	52.8	16.3	8.2	.94	6.36	.001	1.17
TOTAL		105	43.1	16.1	51.8	17.5	8.7	.94	14.46	.001	1.15
4	10	2	37.0	12.7	43.5	12.0	6.5	1.00	13.00	.049	1.40
4	11	14	43.0	15.1	49.8	19.3	6.8	.96	4.10	.001	1.06
4	12	12	50.4	10.2	60.3	12.9	9.9	.92	6.32	.001	1.25
TOTAL		29	45.9	13.1	54.1	16.7	8.2	.96	7.80	.001	1.16

TABLE 15 (continued)

.Among DeWitt Clinton High School bilingual program students who were pre- and post-tested with the Prueba de Lectura, improvements ranged from 8.1 points at Level 2 to 8.7 points at Level 3.

.These improvements were all found to be highly significant both statistically and educationally.

.Among Level 2 students, grade 10 students showed an improvement of 7 points and grade 9 students showed an increase of 8.4 points. Among Level 3 students, improvement ranged from a low of 7.4 at grade 10 to a high of 11.2 at grade 11. Among Level 4 students, improvement ranged from a low of 6.5 at grade 10 to a high of 9.9 at grade 12. The improvements reported for all grades were found to be highly significant, both statistically and educationally.

TABLE 16

Achievement in Mathematics

Significance of the Differences Between Initial and Final Raw Scores in Mathematics Achievement of Students on the New York City Mathematics Test

Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/Post	T-Test	Level of Significance	Educational Significance
9	9	23.8	9.4	23.1	11.9	-.7	.15	-.14	NS	-.074
10	19	26.4	8.5	24.7	9.8	-1.68	.83	-1.39	NS	-.439
11	9	14.2	3.2	17.8	4.1	3.6	.62	3.25	.012	1.08

.Among bilingual program students who were pre- and post-tested on their achievement in mathematics, Level 9 students showed a slight decline which was neither statistically nor educationally significant.

.Level 10 students showed a slight decline which was not statistically significant but which was moderately negatively significant.

.Level 11 students showed a moderate improvement which was highly significant statistically and educationally.

TABLE 17

Number and Percent of Students Passing Teacher-Made Examinations in the Content Areas by Language of Instruction, Fall

Subject	ENGLISH N	ENGLISH Number Passing	ENGLISH Percent Passing	SPANISH/ENGLISH N	SPANISH/ENGLISH Number Passing	SPANISH/ENGLISH Percent Passing
Mathematics	78	57	73.0	104	74	71.1
Science	65	54	83.0	61	38	62.2
Social Studies	25	18	72.0	133	95	71.4
TOTAL	168	129	76.7	298	207	69.4

Note. In content-area courses taught in English, students were tutored bilingually by peers. In mathematics and science courses taught in Spanish/English, an English-speaking teacher was assisted by a bilingual paraprofessional.

- In the fall, 77 percent of the students passed teacher-made examinations in subject-area courses taught in English, while 69.4 percent passed examinations in subject courses taught bilingually.

- Passing rates are almost identical in social studies, very similar in mathematics, and most diverse in science.

TABLE 18

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses Taught in English, by Grade (Fall)

Fall Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	19	52.6	14	64.3	18	83.3	27	85.2	78	73.0
Science	11	63.6	13	84.6	15	73.3	26	96.2	65	83.0
Social Studies	2	100.0	0	0.0	13	69.2	10	70.0	25	72.0

Note. In content-area courses taught in English, students were tutored bilingually by peers.

.Among program students who received instruction in English, 73 percent passed teacher-made examinations in mathematics in the fall. The proportion of students passing increased with grade ranging from a low of 52.6 percent in grade 9 to a high of 85.2 percent in grade 12.

.Eighty-three percent of the students passed teacher-made science examinations in courses taught in English in the fall. The proportion of students passing ranged from a low of 63.6 percent in grade 9 to a high of 96.2 percent in grade 12.

.Seventy-two percent of program students, who received instruction in English, passed teacher-made social studies examinations in the fall. The proportion of students passing ranged from a low of 69.2 percent in grade 11 to a high of 100 percent in grade 9.

.The highest overall passing rate was reported for science (83 percent). The overall passing rates in mathematics (73 percent) and social studies (72 percent) were similar.

TABLE 19

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses Taught Bilingually (Spanish/English), by Grade (Fall)

Fall Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	50	58.0	47	44.7	5	40.0	2	100.0	104	71.1
Science	13	46.2	35	60.0	5	100.0	8	75.0	61	62.2
Social Studies	55	58.2	52	73.1	9	100.0	17	94.1	133	71.4

Note. In mathematics and science courses taught bilingually, an English-speaking teacher was assisted by a bilingual paraprofessional.

- In the fall, 71 percent of the students passed teacher-made mathematics examinations in courses taught bilingually. Passing rates ranged from 40 percent in grade 11 to 100 percent in grade 12. Note however, that the number of cases in these grades is very low.

- Sixty-two percent of the students passed teacher-made science examinations in courses taught bilingually in the fall. Passing rates ranged from 46.2 percent in grade 9 to 100 percent in grade 11.

- Seventy-one percent of the students passed teacher-made social studies examinations in courses taught bilingually in the fall. Passing rates ranged from 58.2 percent in grade 9 to 100 percent in grade 11.

- The overall passing rate was lowest in science (62.2 percent) and highest in mathematics and social studies (71 percent).

TABLE 20

Number and Percent of Students Passing Teacher-Made Examinations in the Content Areas by Language of Instruction, Spring

Subject	ENGLISH N	ENGLISH Number Passing	ENGLISH Percent Passing	SPANISH/ENGLISH N	SPANISH/ENGLISH Number Passing	SPANISH/ENGLISH Percent Passing
Mathematics	73	60	82.1	82	50	60.9
Science	56	51	91.0	53	35	66.0
Social Studies	37	33	89.1	114	86	75.4
TOTAL	166	144	86.7	249	171	68.6

Note. In content-area courses taught in English, students were tutored bilingually by peers. In mathematics and science courses taught in Spanish/English, an English-speaking teacher was assisted by a bilingual paraprofessional.

.Among program students taking teacher-made examinations in content-area subjects in the spring, 86.7 percent passed examinations in courses taught in English, while 68.6 percent passed examinations in courses taught bilingually.

.Passing rates in examinations were uniformly higher in courses taught in English regardless of subject.

TABLE 21

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses Taught in English, by Grade (Spring)

Spring Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	18	77.8	20	80.0	23	78.3	12	80.0	73	82.1
Science	8	75.0	13	84.6	13	100.0	22	95.5	56	91.0
Social Studies	6	50.0	0	0.0	20	100.0	11	90.9	37	89.1

Note. In content-area courses taught in English, students were tutored bilingually by peers.

- In the spring, 82 percent of the students passed teacher-made examinations in mathematics courses taught in English. Passing rates ranged from 77.8 percent in grade 9 to 80 percent in grades 10 and 12.
- Ninety-one percent of the students passed teacher-made examinations in science courses taught in English. Passing rates ranged from 75 percent in grade 9 to 100 percent in grade 11.
- Eighty-nine percent of the students passed teacher-made examinations in social studies courses taught in English. Passing rates ranged from 50 percent in grade 9 to 100 percent in grade 11.
- Overall passing rates were lowest in mathematics (82.1 percent) and highest in science (91 percent).

TABLE 22

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses Taught Bilingually (Spanish/English), by Grade (Spring)

Spring Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Mathematics	44	56.8	30	60.0	6	83.3	2	100.0	82	60.9
Science	26	61.5	23	65.2	4	100.0	0	0.0	53	66.0
Social Studies	50	68.0	47	76.6	9	88.8	8	100.0	114	75.4

Note. In mathematics and science courses taught bilingually, an English-speaking teacher was assisted by a bilingual paraprofessional.

- Among program students who received instruction bilingually, 60.9 percent passed teacher-made mathematics examinations in the spring. The proportion of students passing increased with grade ranging from a low of 56.8 percent in grade 9 to a high of 100 percent in grade 12.

- Sixty-six percent of the students passed teacher-made examinations in science courses taught bilingually. The proportion of students passing increased with grade ranging from a low of 61.5 percent in grade 9 to a high of 100 percent in grade 11.

- Seventy-five percent of the students passed social studies examinations in the spring in courses taught bilingually. The proportion of students passing increased with grade ranging from a low of 68 percent in grade 9 to a high of 100 percent in grade 12.

- The highest overall passing rate was reported in social studies (75.4 percent) followed by science (66 percent), and mathematics (60.9 percent).

TABLE 23

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language (Spanish) by Grade and Semester

Fall Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Arts	66	63.6	63	65.1	26	84.6	32	93.8	187	72.1

.Seventy-two percent of the students passed examinations in native language (Spanish) during the fall. Although the number of students varied by grade, there was a tendency for the percent passing to increase as grade increased.

.Passing rates ranged from 63.6 percent in grade 9 to 93.8 percent in grade 12.

Spring Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Arts	62	64.5	53	81.1	21	95.2	12	91.2	148	77.0

.Seventy-seven percent of the students passed examinations in native language (Spanish) during the spring.

.Passing rates ranged from 64.5 percent in grade 9 to 95.2 percent in grade 11.

TABLE 24

Significance of the Difference Between Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	74	81.2	17.4
10	63	89.9	10.3
11	47	91.4	9.4
12	43	92.5	5.8
TOTAL	227	87.9	13.1

Average School-Wide Attendance Percentage: 67.44

Percentage Difference 20.50 $z = 5.77$ $p = .001$

.The difference between the attendance percentage of program students and the attendance percentage of the school was 20.50 percentage points. This is statistically significant at the .001 level and met the program objective in this area.

.The mean percentage ranged from a low of 81.2 for grade 9 to a high of 92.5 for grade 12.

.The standard deviation ranged from 5.8 for grade 12 to 17.4 for grade 9.

SUMMARY OF FINDINGS

English

On the average, students mastered more than one objective per month of instruction as measured by the CREST. The criterion of one objective gained per month of instruction set as the program objective was met by students at Level I (fall and spring) and Levels II and III in the spring. In the fall term, gains seemed to be depressed by high pre-test scores at Levels II and III.

Levels 9 and 10 students who were pre- and post-tested on their reading achievement in English, as measured by the New York City Reading Test, showed a moderate improvement. Both improvements were educationally significant, but only Level 10 improvements were statistically significant. Level 11 students showed a slight decline but it was neither educationally nor statistically significant.

Finally, students who were pre- and post-tested on their English reading achievement, as measured by the SOBAR, mastered 37 percent of the objectives attempted in the fall and 34 percent in the spring.

Spanish

On the average, students showed gains at all levels and all grades in their performance on the Interamerican Series, Prueba de Lectura. These gains were highly significant statistically and educationally. The results met the program criterion of statistically significant gains.

Mathematics

Level 11 students who were pre- and post-tested on their achievement in mathematics, as measured by the New York City Mathematics Test, showed

a moderate improvement which was highly significant statistically and educationally. Levels 9 and 10 showed slight declines, but they were not statistically significant. However, the slight decline at Level 10 was educationally significant.

CONTENT AREAS

Mathematics

Seventy-three percent of the students who received instruction in English passed teacher-made examinations in mathematics in the fall, while 71.1 percent of the bilingually-instructed students passed. The passing rate increased with grade for students instructed in English, from a low of 52.6 percent in grade 9 to a high of 85.2 percent in grade 12. The passing rate for bilingually-instructed students ranged from a low of 40 percent in grade 11 to a high of 100 percent in grade 12.

Eighty-two percent of the students instructed in English passed teacher-made examinations in mathematics in the spring, while 61 percent of the bilingually-instructed students passed. The passing rate among students who were instructed in English ranged from a low of 77.8 percent in grade 9 to high of 80 percent in grades 10 and 12. The passing rate among bilingually-instructed students increased with grade from a low of 56.8 percent in grade 9 to a high of 100 percent in grade 12.

Science

Eighty-three percent of the students instructed in English passed teacher-made examinations in science in the fall, while 62.2 percent of the bilingually-instructed students passed. The passing rate among students who were instructed in English ranged from a low in grade 9

of 63.6 percent to a high in grade 12 of 96.2 percent. The passing rate among students who were instructed bilingually ranged from a low of 46.2 percent in grade 9 to a high of 100 percent in grade 11.

Ninety-one percent of the students instructed in English passed teacher-made examinations in science in the spring, while 66 percent of the bilingually-instructed students passed. The passing rate among students who were instructed in English ranged from a low of 75 percent in grade 9 to a high of 100 percent in grade 11. The passing rate among bilingually-instructed students increased with grade from a low of 61.5 percent in grade 9 to a high of 100 percent in grade 11.

Social Studies

Seventy-two percent of the students instructed in English passed teacher-made examinations in social studies in the fall, while 71.4 percent of the bilingually-educated students passed. The passing rate for students taught in English varied from a low of 69.2 percent in grade 11 to a high of 100 percent in grade 9. The passing rate for bilingually-taught students ranged from a low of 58.2 percent in grade 9 to a high of 100 percent in grade 11.

Eighty-seven percent of the students instructed in English passed teacher-made examinations in social studies in the spring, while 68.6 percent of the bilingually-educated students passed. The passing rate for students who were instructed in English ranged from a low of 50 percent in grade 9 to a high of 100 percent in grade 11. The passing rate for bilingually-instructed students ranged from a low of 68 percent in grade 9 to a high of 100 percent in grade 12.

Native Language Arts

Seventy-two percent of the students passed teacher-made native language (Spanish) tests in the fall. The proportion of students passing increased with grade from a low of 63.6 percent in grade 9 to a high of 93.8 in grade 12.

Seventy-seven percent of the students who were tested in the spring passed. The proportion of students passing ranged from a low of 64.5 percent in grade 9 to a high of 95.2 percent in grade 11.

Attendance

The difference between the attendance percentage of program students and the attendance percentage of the school was statistically significant and met the program objective in this area.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Bilingual-Bicultural Program, in its final year, served a population of 214 students, who were heterogeneous in both linguistic performance and academic achievement level. The program continued to implement its philosphy of reinforcing the students' native-language skills and familiarity with their native cultures while they were learning English.

Some members of the Dewitt Clinton faculty and administration who had objections originally to the program's philosophy have reassessed their perceptions in light of the strides made by the program's students. These students, despite severe linguistic problems, maintained relatively low attrition and suspension rates and earned their share of prizes and awards at the local and city-wide levels.

Cuts in content-area courses and tutoring services put strains on the program, but it continued to carry out its pedagogical objectives. Supportive services and extracurricular activities also were well implemented.

RECOMMENDATIONS

The following recommendations are presented to the program:

1. An attempt should be made to recruit fully bilingual personnel particularly in the areas of mathematics and science for the effective development of students' linguistic and cognitive skills.

2. An attempt should be made to assign staff members to classes within their area of specialization or license. Staff members teaching subject areas in which they are not licensed should be encouraged to develop their professional skills in those areas by participating in college courses or other appropriate training.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time Spent in Function	Date Hired	Education	Certification License	Years of Monolingual Experience	Years of Bilingual Experience	Years of Experience (ESL)
Project Director	100	9/78	B.A. Fine Art, Spanish M.A. Science Ed. M.S. Counseling Candidate for Ph.D.	N.Y.S. Biology, Adm., Counselor N.Y.C. Biology, Science, Guidance Counselor	15	12	2 in Mexico City
Resource Teacher	100	11/80	B.A., M.A. Spanish EDM Spanish & Bilin.	N.Y.S. Spanish N.Y.C. Spanish D.H.S.	5	1 1/2	None
Grade Advisor	100	9/79	B.A. Spanish Ed. M.A. Spanish Bilinq.	N.Y.S. Spanish N.Y.C. Bilingual Common Branches	2	3	None
Educational Associate (Social Studies)	100	9/80	100 Undergraduate Credits		3	2	None
Educational Associate (Mathematics)	100	2/79	65 Undergraduate Credits		1	3 1/2	1
Educational Associate (Science)	100	9/78	96 Undergraduate Credits		8	4	2
Family Assistant	100	11/80	B.A. Sociology		5	2	5
Social Studies Teacher	80	9/75	B.A. Government M.S. Spanish	N.Y.S. Social Studies N.Y.C. Bilingual Social Studies	11	7	None
Science Teacher	40	9/80	M.S. Biochemistry M.S. Mathematics M.A. Science Ed. M.A. Counseling	N.Y.S. Chemistry, Biology, Counseling, Administration N.Y.C. Lab Assistant, Biology, General Science	25	2	None
Spanish Teacher	60	9/61	B.A. Spanish M.A. Administration	N.Y.S. Spanish N.Y.C. Spanish D.H.S.	20	8	None
Math Teacher	20	9/81	B.A. Music M.A. Music	N.Y.S. Music N.Y.C. Music D.H.S.	29	1	None
English Teacher	60	9/78	B.A. Speech Ed. 60 Graduate Credits in E.S.L., Speech	N.Y.S. E.S.L. N.Y.C. E.S.L., Speech	21	14	24

STAFF TRAINING

STAFF TRAINING IN DEWITT CLINTON HIGH SCHOOL

A. Training of Non-bilingual Staff

Conducted by: Title VII grade-advisor/counselor, in Room 117

Dates: 11/5/81; 11/12/81; 11/19/81; 12/3/81; 12/10/81; 12/17/81; 1/7/82; 1/14/82; 1/21/82; 1/28/82; 2/4/82; 2/11/82; 2/18/82; 2/25/82; 3/11/82; 3/18/82; 3/25/82; 4/8/82; 5/6/82; 5/13/82; 5/20/82; 5/27/82; 6/3/82

Time: 2:30 to 4:30 P.M.

Number of Participants: 15 mainstream faculty members, (including 11 teachers, 3 school secretaries, 1 guidance counselor, and 1 neighborhood resident)

Topics: Conversational Spanish
Spanish in the Classroom
Language and Linquistics in Bilingual-Bicultural Education
Public Education in Puerto Rico
National Policy on Bilingual Education
Trends in Bilingual Education and the Law

Textbooks Used for Training:
"Bilingual Education"--Hernan La Fontaine
"A Land of Hope in Schools" -- Osvaldo Rodriquez Pacheco

B. Training of Title VII Staff

Conducted by: Title VII Project Director, in Room 117

Dates: 2/3/82; 2/10/82; 2/17/82; 2/24/82; 3/3/82; 3/10/82; 3/17/82; 3/24/82

Time: 2:30 to 4:30 P.M.

Number Participants: 6 Title VII staff members

Topics: Central Questions and Concerns of Bilingual Education
Bilingual Education and Desegregation
Bilingual Education for the Children of Migrant Workers
Guidance Techniques for High School Students
Techniques for Promoting Faculty Acceptance of the Bilingual Program
Bilingual Methodology

C. Training of New Teachers from other Senior High School

Conducted by: Title VII Project Director, in Room 110 (invited by supervisor of special education as guest trainer for two orientation sessions)

Dates: 5/5/82 and 5/12/82

Time: 2:30 to 4:30 P.M.
Number of Participants: 18

Topics: Aspects and Implementation of Title VII Program at DeWitt Clinton High School
Proposals and Grants for Title IVC and Title VII

D. Training of Title VII and Mainstream Teachers

Conducted by: Bilingual Social Studies Teacher, in Title VII Resource Room

Dates: 2/2/82; 2/9/82; 2/16/82; 2/30/82

Time: 8:45 to 9:30 A.M.

Number of Participants: 7
Project Director
Resource Teacher
Grade Advisor/Counselor
Educational Associates (2)
Social Studies Teacher
Music Teacher

Topics: Latin America: History, Social Life, and Culture
Puerto Rican History and Culture
Famous Puerto Ricans

E. Title VII Staff Meetings

Conducted by: Project Director and Assistant Principal (Foreign Languages)
First Monday of each month, after 8th period

Topics: Procedures and Daily Problems in Title VII, Spanish classes, and E.S.L.

Participants: Title VII Staff, Teachers of Spanish and E.S.L.

Wednesdays 2nd period

Topics: Students' Problems and Methods of Improving Title VII Program

Staff Training Outside of DeWitt Clinton High School

A. Leadership-in-Management Institute

Hunter-C.W. Post Bilingual Education Service Center

1) "Program Management"
Brookdale Center of Hunter College, 440 East 26th Street
November 20, 1981 and December 11, 1981
9:00 A.M. to 4:00 P.M.

Attended by: Project Director

2) "Alternative Funding Sources"
The Foundation Center, 888 Seventh Avenue
February 25, 1982
9:00 A.M. to 3:00 P.M.

Attended by: Project Director

3) "Comprehensive Planning"
Teachers College, Columbia University, Grace
Dodge Room
April 30, 1982
9:00 A.M. to 4:00 P.M.

Attended by : Project Director

B. Title VII Technical Assistance Workshops

1) Technical Assistance Workshops for Submission of New Proposals
to be funded under ESEA, Title VII during FY 1982-83
Office of Bilingual Education
Fordham University, Lincoln Center (Room 1106)
December 2, 1981 and December 3, 1981
9:00 A.M. to 4:00 P.M.

Attended by: Project Director

2) Technical Assistance Workshops, Title VII
Conference on Bilingual Education Grants
N. Y. State Education Department, Bureau
of Bilingual Education
2 World Trade Center (Room 4430)
December 7, 1981
10:00 A.M to 4:00 P.M.

Attended by: Project Director

C. Career Conference for Bilingual High School Students

Hunter-C.W. Post Bilingual Education Service Center (BESC)
Hunter College, 440 East 26th Street
December 4, 1981; 9:00 A.M. to 3:00 P.M.

Attended by: Grade Advisor/Counselor, Family Assistant, Educational Associate, and 40 Clinton Title VII junior and senior students

D. Conference and Workshop on TAP Services
Federation Employment and Guidance Service
Job TAP Center 2,2432 Grand Concourse
January 29, 1982; 12:Noon to 4:00 P.M.

Topics: Vocational and Career Guidance, Counseling, Assessment, Job Placement, Training and Rehabilitation, Involvement in Community Affairs

Attended by: Project Director

E. Schooling, Job Opportunities and Ethnic Mobility Among Caribbean Youth in the United States

Fordham University and Aspira of America, Inc.
Fordham University, Lincoln Center, Faculty Lounge, 12th floor
April 23, 1982; 9:00 A.M. to 4:00 P.M.

Attended by: Resource Teacher

F. Career Education Conference for High School Administrators, Counselors, and Instructors

Hunter-C.W. Post Bilingual Education Service Center (BESC)
Brookdale Center, Hunter College, 440 East 26th Street
May 7, 1982; 8:30 A.M. to 3:00 P.M.

Four Workshops on Career Education

Attended by: Project Director

G. University Courses, funded by Title VII

Project Director 15 Credits
At Fordham University
Boards of Education
Organization of Community Relations Program
Internship I
Internship II
Grants and Foundations in Education

Grade Advisor/Counselor 9 Credits

At Columbia University

Techniques of Appraisal and Counseling
Preparation for Individual Counseling and Interviewing
Introduction to Measurement

Resource Teacher 6 Credits

At Columbia University

Stylistics-Art-Writing-Spanish
Instructional Materials-Development Centers

Educational Associate 9 Credits

At City College (CUNY)

African Heritage-Caribbean Experience
The School in American Society
Field Experience in Child and
Adolescent Development
plus 6 credits funded by the Paraprofessional Unit.

H. Degrees and Certification Received in FY 1981-198

Grade Advisor/Counselor

M.A. in Spanish Literature and Bilingual Education

Project Director

N.Y. State Certification - Administration

Staff Training

Outside of New York City

1. Statewide Bilingual Educators Management Conference
   Best Western Thruway House, Albany, New York
   January 19, 1982 to January 20, 1982

   Topic: "Changes in State and Federal Perspectives in Bilingual Education"

   Attended by: Project Director

2. Fifth Annual Conference, New York State Association for Bilingual Education (SABE),
   Concord Hotel, Kiamesha Lake, New York
   February 19, 1982 to February 21, 1982

   Topic: "Billingual Education: New Horizons"

   Attended by: Grade Advisor/Counselor

3. 11th Annual International Bilingual Bicultural Education Conference, National Association for Bilingual Education (NABE)
   Westin Hotel, Detroit, Michigan
   April 4, 1982 to April 9, 1982

   Topics:
   1) Parent Involvement in Evaluation
   2) Underlying Roles of Culture in the Verbal Communication of the Classroom
   3) The Role of School Psychology in Bilingual Education

   Attended by: Resource Teacher

4. D'Youville Bilingual Education Program, Spring Senior Weekend
   D'Youville College, Buffalo, New York
   May 21, 1982 to May 23, 1982

   Topics: "Bilingual Education in the City of Buffalo"
   "Buffalo's Hispanic Community"

   Attended by: Grade Advisor/Counselor
   Educational Associate
   22 Clinton Title VII Students

Appendix C

SERVICES FOR BILINGUAL STUDENTS

A. In DeWitt Clinton High School

Individual Counseling in Bilingual Office

Personal and social counseling
Educational planning, college counseling for seniors

Group Counseling and Group Guidance in Title VII Resource Room

Referrals to agencies, clinics, and COH

Title I Supportive Services Counselor -- for students in Title I Reading Classes and Title I Math Skills Classes

Financial Aid Workshops for Bilingual Program Seniors (Candidates for Graduation)

12/1/81 and 4/21/82; 11:00 a.m. to 12:00 noon in Title VII Resource Room

Conducted by: Resource Teacher and Aspira Representative

Participants: 18 Senior Title VII students

Orientation and Training Workshops for Bilingual Peer Tutors

10/19/81 and 10/20/81; 9:45 to 10:30 a.m.

Conducted by: Project Director and Resource Teacher

Participants: 9 Peer Tutor Candidates
in Title VII Resource Room

Senior Meetings

Meetings with candidates for graduation
11/25/81 and 4/21/82

Topics: Graduation and Grades
College Applications
Financial Aid

Planning Committee Meetings, with Title VII Students working with Staff (in Title VII Resource Room)

(1) Planning Committee Meeting in Preparation for Poetry Contest

3/26/82

Participants: Resource Teacher, Grade Advisor, Aspira Representative, and 5 Title VII Students

(2) Planning Committee Meeting in Preparation for the Puerto Rican Discovery Day Assembly, 11/13/81

(3) Planning Committee Meeting in Preparation for the Dominican Independence Day Assembly, 1/7/82

Peer Tutoring (In Resource Room and Various Classrooms):

6 Title VII peer tutors
4 volunteer bilingual students from local colleges (including 2 Title VII alumni)

Paraprofessional Tutoring (In Resource Room and Various Classrooms):

3 bilingual educational associates tutored students and supervised peer tutors

Careers Counselor of Aspira (High School College Continuum Program)
Meetings, Counseling, Trips

College Applications and Financial Aid Forms
Administered and assisted by Resource Teacher

Verbal reinforcement, prizes, and trips (cultural and educational) for student achievement in subject classes and attendance

B. From Outside of DeWitt Clinton High School

Aspira Center of the Bronx
332 East 149th Street, Bronx
Mr. Nelson Vega, Careers Counselor
Individual Career Counseling with Title VII students

Mr. Eugenio Russi, Careers Counselor
D'Youville College, Buffalo, New York
Individual career, orientation, and vocational counseling with Title VII students

Mr. Pedro Evangelista and Mr. Jose Guzman
U.S. Marine Recruiters
Orientation for Title VII students considering careers in the Marines
Grand Concourse and Fordham Road, Bronx

Career Conference for Bilingual High School Students
Hunter-C.W.Post Bilingual Education Service Center (BESC)

Otto Burgdorf Science Workshops
"To help bilingual science students collect and organize research materials for science projects"
4 Title VII students attended 3 workshops (each)

School of Visual Arts
209 East 23rd Street, N.Y.C.
Saturdays, 9:00 a.m. to 1:00 p.m.
4 Title VII students attended

Puerto Rican Traveling Theatre
276 West 43rd Street, N.Y.C.
1 Title VII student took drama classes and participated in various performances

After-School Occupational Skills Program
Christopher Columbus High School
Tuesdays and Thursdays, 3:00 p.m. to 5:00 p.m.
Automobile Repair and Maintenance
1 Title VII student

Four volunteer bilingual students from local colleges (two are Title VII alumni)
Peer tutoring and peer counseling
Assisted in training and supervision of peer tutors and peer counselors, and tutored and counseled students

Dr. Luis Canepa, Psychiatrist (bilingual)
at Bronx Lebanon Hospital
Students were referred by grade advisor/counselor

Appendix D

CULTURAL ACTIVITIES

Goals

Understanding and Respect for Hispanic Culture and Traditions
Understanding and Respect for Culture and Traditions of the U.S.A.

Assembies at DeWitt Clinton High School

November 19, 1981, "Puerto Rican Discovery Day"
February 26, 1982, "Dominican Republic Independence Day"
June 18, 1982, "Bilingual Awards Assembly"

Trips

November 18, 1981, "El Jibaro," American Museum of Natural History
60 Title VII students and staff
December 15, 1981, "Christmas Show," Radio City Music Hall, Matinee
50 Title VII 9th and 10th grade students and staff
December 16, 1981, "42nd Street," Majestic Theater,
30 Title VII 11th and 12th grade students and staff
January 6, 1982, "Celebration of the Three Wise Men," Club Dominicanos Progresistas
3 Title VII students and Grade Advisor
April 8, 1982, "Natalicio de Betances," Aspira
La Tertulia Cafe, 119 East 12th Street
4 Title VII students, Grade Advisor, and Educational Associate
April 24, 1982, Baseball Game, Yankee Stadium, N.Y. Yankees
50 Title VII students and staff
May 12, 1982, Circle Line Sightseeing Yacht,
48 Title VII students and staff
May 13, 1982, "A Triple Health Fair," "A Tribute to Betances"
Presented by Aspira, Bronx High School of Science,
11:00 a.m. to 1:00 p.m.
15 Title VII students and Educational Associate
May 27, 1982, Circus, Madison Square Garden,
80 Title VII students and staff
June 2, 1982, "Dancin'," Ambassador Theater
34 Title VII students and staff
June 4, 1982, Art Exhibition, Museo del Barrio, 7:00 p.m. to 10:00 p.m.
5 Title VII students and Grade Advisor

Poetry by Title VII Students presented on Radio Programs

March 31, 1982, "Los Amigitos," WNYE, 91.5 FM, 4:30 p.m.
Poem by Carlos Perez, Title VII student,
Read by Nelson Vega of Aspira
April 20, 1982 (above was read again)
April 23, 1982, "La Comunidad Latina," 7:30 p.m.

First Poetry Contest (Primer Concurso de Poesia)

(1) Sponsored by Aspira of New York, Bilingual Program of DeWitt Clinton High School, and the Cultural Club: "El Antillano"

(2) Judged by faculty members of Hostos Community College

(3) Prizes awarded to Title VII Clinton Students
First Prize: "Pensando en Mis Lares"
Second Prize: "Esa Semilla Especial"
Third Prize: "La Madre Inolvidable"

(4) May 28, 1982, Aspira Center of the Bronx, 332 East 149th Street, 1:00 to 3:00 p.m. Poems were recited by students and poets

(5) Attended by: Aspira Representative, Resource Teacher, Grade Advisor, and Title VII students

Appendix E

PARENT INVOLVEMENT

1. In the Title VII Resource Room

   A. Parent Workshops -- English-as-a-Second-Language

      Dates: 10/22/81; 10/29/81; 11/5/81; 11/19/81; 12/3/81; 12/17/81; 1/7/82; 1/21/82; 1/28/82; 2/4/82; 2/18/82; 2/25/82; 3/4/82; 3/18/82; 3/25/82; 4/1/82; 4/29/82; 5/6/82; 5/20/82; 6/3/82

      Time: 11:00 a.m. to 12:30 p.m.

      Conducted by: Resource Teacher and/or Project Director

      Participants: 6 to 8 Title VII parents

   B. Parent Workshops -- Registration and Voting

      Dates: 10/28/82 and 11/4/82

      Time: 11:00 a.m. to 12:00 noon

      Conducted by: Project Director

      Participants: 7 Title VII Parents and 1 Hispanic parent from neighborhood

   C. Parent Workshops -- Guidance

      Topics: School Procedures and Students' Problems
      Communication between Parents and Adolescents
      Parents as Homework Helpers

      Dates: 10/21/82 and 10/28/82

      Time: 10:00 a.m. to 11:00 a.m.

      Conducted by: Project Director

      Participants: 22 Title VII Parents

D. Parent/Student Advisory Committee Meetings

Dates: 10/14/81; 11/12/81; 12/10/81;
1/15/82; 2/11/82; 3/11/82;
4/22/82; 5/13/82; 6/10/82

Time: 11:00 a.m. to 12:00 noon

Participants: Project Director, Resource Teacher, Grade Advisor, Family Assistant, Educational Associate, 8 to 14 Title VII parents, and 4 Title VII students

2. In the Principal's Office

A. Parents Association Executive Board Meetings

Dates: same as dates of Title VII Parent/Student Advisory Committee Meetings

(suggested by Project Director and approved by Principal)

Time: 12:00 noon to 1:00 p.m.

(immediately after Advisory Meetings)

Goals:
(a) To establish a liaison between Title VII parents and parents of mainstream students
(b) To establish communication between Title VII parents and the School Principal
(c) To train Title VII parents to function as members and officers of the Principal's Parents Association

Participants: Principal, Project Direcotr, 4 parent members of Title VII Advisory Committee, 1 tax-levy guidance counselor, 4 members of Executive Board of Parents Association, and President of Parents Association.

3. Parent-Teacher Conferences

Open School Evening
November 16, 1981; 6:00 p.m. to 8:30 p.m.

Open School Afternoon
November 17, 1981; 1:00 p.m. to 3:00 p.m.

Open School Evening
March 22, 1982; 6:00 p.m. to 8:30 p.m.

Open School Afternoon
March 23, 1982; 1:00 p.m. to 3:00 p.m.

4. Daily personal interviews and telehpone conferences and letters to parents, by all of Title VII staff

5. Visits to homes by family assistant (and sometimes by Project Director

6. The Third Annual Hispanic Parents' Conference on Education
(La Tercera Conferencia Anual Sobre Educacion Para Padres Hispanos)

(Citywide Hispanic Parents Conference)

Place: Long Island University Campus, Brooklyn, NY

Date: November 12, 1981; 9:00 a.m.

Attended by: Project Director, Grade Advisor/Counselor,
2 Title VII Clinton parents

Appendix F

Noticias Bilingües

ESTE BOLETIN ES DEDICADO A LOS PADRES DE LOS ESTUDIANTES DEL PROGRAMA BILINGUE

DeWitt Clinton High School - Programa Bilingue Bicultural
1981 - 1982

LAS PERSONAS DE LA FACULTAD DEL PROGRAMA BILINGUE

Estas personas son la facultad del programa bilingüe y están aquí para servirles a los estudiantes y sus familias.

La señora Ruth Greenblatt es la Directora del Programa Bilingüe de Título VII. La señora Greenblatt escribió la propuesta para que la escuela superior DeWitt Clinton tuviera servicios de apoyo para el Programa Bilingüe. Si desea alguna información, puede llamar a la señora Greenblatt por teléfono, 796-3082.

La señorita Olga Vigo es la maestra de recursos. Es la que lleva a cabo las diferentes actividades culturales para los estudiantes y padres. La señorita Vigo supervisa el programa de tutoría y demuestra materiales audiovisuales en los salones de clase. Hace talleres para que los padres puedan aprender inglés. Selecciona libros para las clases de los estudiantes y para los talleres de padres.

La señora Gladys DeLaCruz es la consejera de grados de su hijo. Programa las clases del año escolar y hace entrevistas con los estudiantes para discutir su carrera académica.

La señora Marilyn Soto es la asistente de familias. Hace visitas a los estudiantes en sus hogares cuando tienen problemas personales y académicos. La señora Soto está a sus ordenes.

Hay tres asistentes de maestros. La señorita Avila Castro es asistente del maestro de matemática; la señora Iris Resto es asistente del maestro de ciencia; el señor Jorge Gautreau es asistente del maestro de estudios sociales. Los tres asistentes les dan clases individuales a los estudiantes cuando necesitan ayuda académica.

Appendix G

DISSEMINATION AND RECRUITMENT

A. Bilingual Newsletters (2)

Mailed and distributed to other schools in New York City

Mailed to Title VII parents

Mailed to other schools in the United States and to two in Mexico City (where the Project Director attended as resident in Mexico)

Mailed to junior high schools in the Bronx and distributed to junior high school students

Hand distributed to faculty members, counselors, administration, and Title VII students at DeWitt Clinton High School

B. Visits to fourteen junior high schools in the Bronx during February, March, and April 1982. Bilingual newsletters, flyers, and skills were used to publicize the bilingual program (and other school programs). A question-and-answer seminar was conducted.

Participants: Grade Advisor/Counselor
Resource Teacher
2 Educational Associates
Assistant Principal (Foreign Languages)
Family Assistant

C. Meeting of Junior High School Counselors

Held at Clinton (Title VII program described)
3/5/82; School Library
Project Director, Counselors (Clinton and J.H.S.)
Assistant Principals, Principal

D. Open House for Junior High Schools

May 26, 1982; Gym III

Project Director, Grade Advisor/Counselor, and Assistant Principal discussed Title VII program with junior high school students

Orientation Assembly for Parents of New Ninth-Grade Students

Auditorium
Project Director discussed program with parents
After school counselors and assistant principals attended.

Appendix H

HONORS AND AWARDS FOR TITLE VII STUDENTS

1 Member of Arista National Honor Society

3 Scholarship Cards

3 Poetry Contest Prizes (first, second and third place)(Certificates of Award, and Poetry Books in Spanish)

3 Certificates of Recognition, for participation in the Congressional Arts Competition, and letters, from Congressman Jonathan Bingham. Certificates are signed by: Borough President Stanley Simon and Congressman Jonathan Bingham.

1 Certificate of Award for Health Services, and Advanced Honors, from Health Career Bureau, and Science Department.

7 Super Youth Awards
Four twelfth-grade and three tenth-grade program students were included in the "Honor Roll" of 6,600 Super Youth (10th, 11th, 12th grades), sponsored by the Daily News and the New York Mets, for achievements in academic, extra-curricular and community activities.

30 Certificates of Merit, and Special Prizes at the Bilingual Awards Assembly:

English - 4 students
Social Studies - 5 students
Biology - 1 student
Science - 4 students
Mathematics - 3 students
Spanish - 4 students
French - 1 student
Art - 1 student
Ceramics - 1 student
Music - 2 students
Academic Studies - 3 students
Academic Achievement - 1 student

At Graduation

1) The Carl Goldberg Memorial Award for Outstanding Contribution to the Arts - 1 student

2) Outstanding Service to the Bilingual Program - 3 students

3) Certificate of Merit for Outstanding Achievement in the Bilingual Program - 1 student

4) Certificate of Merit for Outstanding Improvement in the Bilingual Program - 2 students

5) Excellence in Mass Media (Speech and Reading Department) - 1 student

6) G.O. Silver Key for Excellence in English as a Second Language (Department of Foreign Languages and E.S.L.) - 1 student

7) The Alexander Medal of the School Art League - 1 student

8) The Saint Gaudens Medal of the School Art League - 1 student

9) The New York State Art Teachers Association Award for Merit in Art - 1 student

10) The DeWitt Clinton Art Department Award - 1 student

Two Students received Regents Diplomas